

Arts and Letters Peer Review Guide for Online Courses

The purpose of this document is to assist the reviewee and reviewer prior to the observation. This process affords the instructor the opportunity to highlight key features of their courses, and provides valuable perspective to the reviewer to prepare them for their formative review of the instructor of an online class. There are four principles included in this document; it is up to the individual department to decide how many principles should be reviewed at one time. Departments may adapt this document as appropriate for their discipline. Likewise, while this process is designed to take place in an online medium, it can be modified for face-to-face peer reviews. Reviewer and reviewee may choose to conduct the review process asynchronously or synchronously. 1

To help facilitate the peer review of online courses, we recommend the following peer review process:

1. A faculty peer (“peer reviewer”) is identified to conduct the review of teaching.
2. The instructor completes the “Instructor Suggestions Column” and shares that document along with access to a current course shell with the peer reviewer before the review process begins.
3. After reviewing the completed “Instructor Suggestions Column,” the reviewer uses the “Peer Review Guide for Online Courses” to assess the online course, observing how well the instructor addresses the principles identified for review. The reviewer notes the instructor’s strengths and areas for improvement in the space provided.
4. The reviewer summarizes the feedback in the form of a letter to the instructor that can be included in the instructor’s dossier. The letter, **as well as a copy of the completed Peer Review Guide**, is then shared with the instructor and the department/division head or school director as appropriate.

NOTE: Reviewers may ask questions of the instructor any time clarification or information is needed during the review process.

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Date of Review:

Reviewer Name:

Class Information:

Instructor:

Course Title:

Class size:

Types of assessments:

Course objectives:

Modality (specified by instructor):

Are TAs involved in the course? If yes, provide details of their responsibilities:

Provide any additional information about your course that will assist the reviewer:

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What to look for: This provides guidelines for reviewers.

Where to look: This provides suggestions from instructor as to where evidence can be found in the course.

<p>Opportunities for active learning and student engagement</p> <p>Active learning methods engage students in the learning process by encouraging them to discover, process/analyze, and apply information.</p> <p>What to look for: Example(s) of student activities that involve one or more of the following:</p> <ul style="list-style-type: none"> ● Active use of writing, speaking, and other forms of self-expression/communication, or critical questioning ● Opportunity for information gathering, synthesis, and analysis in solving problems ● Engagement in collaborative learning activities ● Application of intercultural and international competence ● Teacher presence is demonstrated in course 	<p>Where to look (Instructor suggestions):</p> <p>Evidence in course/teaching (provided by instructor):</p>	<p>Feedback for the Instructor</p> <p>Observations of strengths</p> <p>Recommendations</p>
<p>Communicating course expectations, objectives, and technical support.</p>	<p>Where to look (Instructor suggestions):</p>	<p>Feedback for the Instructor</p>

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<p>General course level objectives and module level objectives are clearly communicated.</p> <p>What to look for: Example(s) may involve one or more of the following:</p> <ul style="list-style-type: none"> • Explanation of course learning goals and how assignments are designed to help students achieve those goals. • Clear written directions (e.g. Sequential Steps/Process explanation) • Models of work that show expectations • Rubrics • Use of modules to guide students through course material 	<p>Evidence in course/teaching (provided by instructor):</p>	<p>Observations of strengths</p> <p>Recommendations</p>
<p>Instructor feedback to students</p> <p>Through feedback, instructors help students assess their knowledge and competence and provide them with opportunities to perform, receive meaningful suggestions, and reflect on their learning. The type of feedback will vary based on several factors including class size, assignment type, discipline, as well as course and module objectives.</p> <p>What to look for: Example(s) may involve one or more of the following:</p> <ul style="list-style-type: none"> • Option (or requirement) for students to submit drafts of assignments for instructor feedback. 	<p>Where to look (Instructor suggestions):</p> <p>Evidence in course/teaching (provided by instructor):</p>	<p>Feedback for the Instructor</p> <p>Observations of strengths</p> <p>Recommendations</p>

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<ul style="list-style-type: none"> • Assignment feedback that is clear, positive, specific, and focused on observable behavior that can be changed • Up-to-date, student-accessible course gradebook. • An open discussion forum where students can ask questions and receive instructor feedback 		
<p>Opportunities for diverse talents and ways of learning.</p> <p>Students need the opportunity to demonstrate their talents and to adapt their learning so that it is relevant to them. Course materials and/or assessments allow such opportunities</p> <p>What to look for: Example(s) may involve one or more of the following:</p> <ul style="list-style-type: none"> • Use of a variety of assessment tools that gauge student progress • Flexible assignment options/types that allow students to explore their abilities and interests • Supplemental online materials/resources are provided • A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed 	<p>Where to look (Instructor suggestions):</p> <p>Evidence in course/teaching (provided by instructor):</p>	<p>Feedback for the Instructor</p> <p>Observations of strengths</p> <p>Recommendations</p>

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Suggested Online Course Checklist

Instructor may provide “where to look” information for reviewer.

- Dialogue pertaining to social behavior, community, and scholarly conduct.
- Information about course feedback methods and standards on the course syllabus.
- Clearly communicated course grading process/scale and students' assignments grading criteria.
- Clearly communicated course-level objectives.
- Student surveys that provide the instructor with feedback for course improvement.
- Ease of navigation through course.
- Technical support information provided.
- A policy for accommodations that is stated on the course syllabus.
- Materials that are ADA accessible upon course opening.
- Appropriate Accommodations for Religious Holidays and Customs.